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Chapters showing how the interest of the patrons of the school may be aroused and maintained, how the school may be made a social center, and how it may become a community-health agency will be especially helpful to busy rural teachers and will exemplify the aim of directing improvement along social and economic lines. With respect to the management of the more direct internal activities of the country school, the book is exceedingly suggestive. The text abounds with rational material in concrete form. The experience which the child brings with him from his home environment is made the basis for developing and enlarging his inherent powers. The spirit of the country growth and creativity has been permitted to penetrate and permeate the school building. Hence the rural teacher may forget the formal stuff of his own pupil days and the academic niceties of his later student hours, and, actuated by the methods and concrete applications which the author supplies in profusion under the headings, among others, of how to govern, how to develop habits of study, how to make a flexible daily program, how to keep records and make reports, how to beautify, equip, and use the school premises, how to organize and conduct boys' and girls' clubs, school will not be a series of detached inco-ordinated incidents isolated from the remainder of the child's life, but a strong and necessary link of the chain of an ever-widening self-directing existence.

The volume itself on the mechanical side is a good example of the book-maker's art. The author, as student, has been impressed with the value of good paper, clear type, the emphasis of an occasional italicized phrase, and sectional headings in "black face" or "small caps." Each chapter closes with a summary, class exercises, and brief clearly indicated references for supplementary reading. There is appended a concise bibliography pertinent to the principal topics which are discussed.

W. L. RICHARDSON

UNIVERSITY OF CHICAGO

PEARSON, F. B. *The Vitalized School*. New York: Macmillan, 1917.
\$1.25.

In this book an attempt is made to "interpret some of the school processes in terms of life processes, and to suggest ways in which these processes may be made identical." The thought running throughout its pages is that "the school process is an integral part of the life process and not something detached from life." In his application of this principle the author has produced an inspirational rather than an informational book. There is much said about patriotism, the teacher as an ideal, complete living, behavior, poetry, and life. Besides the wholly inspirational chapters there are a few which contain material that is more or less practical. For example, a typical vitalized school is described in the last chapter and the socialized recitation in another, in both of which the discussion is concrete and the ideas suggestive. The style throughout is free and easy and especially adapted to the teacher of little training and experi-

ence. The questions and exercises at the end of each chapter suggest that the author expects his work to be used both as a text and as a reading-circle book. In either of these capacities it would be more valuable for what it suggests than for what it contains.

DAVIS, C. O. *Public Secondary Education*. Chicago: Rand McNally & Co., 1917.

The correct title of this book is "Public Secondary Education in Michigan." After devoting three chapters to the colonial Latin school, the middle period, and the early Northwest, the author begins his discussion with a chapter on early Michigan. Five chapters follow this one, the three most significant being one each on the academy movement, the union schools, and the high schools. It is in these chapters that one finds the explanation of current practices in secondary education in Michigan and to a certain extent in the nation at large.

In the introduction Professor Davis makes the point that the history of secondary education in Michigan is in reality the general history of public secondary education in the entire United States, and that his discussion is a history of public secondary education in America viewed through the lenses of Michigan's history. While there is some justification of this point of view, yet one should not be led to feel that Mr. Davis has written a history of public secondary education in America—something that cannot be accomplished with other than meager results until scholars have done for public secondary education in each state what Professor Davis has done for this phase of Michigan's educational history.

ROWE, HENRY K. *Society, Its Origin and Development*. New York: Scribner, 1916.

The method of this book is inductive rather than deductive, in which respect it differs from many of the books on elementary sociology. The plan of the writer is to take cross-sections of group life in order to obtain data for generalization, just as the biologist makes cross-sections of laboratory specimens in order to determine structure. By the use of such a method the author emphasizes the concrete rather than the abstract, thus furnishing the beginner a valuable introduction to the study of the principles of sociology as well as a prelude to the various social sciences.

The greater part of the book is devoted to four cross-section views as follows: "Life in the Family Group," "Social Life in the Rural Community," "Social Life in the City," and "Social Life in the Nation." A list of the subjects treated in the cross-section view of community life illustrates the concreteness of the material included therein. The topics are: the community and its history, the land and the people, occupations, recreation, rural institutions, rural education, the new rural school, rural government, health and beauty, morals in the rural community, the rural church, and a new type of